<table>
<thead>
<tr>
<th><strong>Unit of work:</strong></th>
<th>People and Politics in WH Auden’s Poetry</th>
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</thead>
<tbody>
<tr>
<td><strong>Year:</strong></td>
<td>12 (Stage 6)</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>8 weeks</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Representation and Text essay</td>
</tr>
<tr>
<td><strong>Module:</strong></td>
<td>C: Representation and Text</td>
</tr>
<tr>
<td><strong>Concepts:</strong></td>
<td>Representation and Text</td>
</tr>
<tr>
<td><strong>Learning experiences:</strong></td>
<td>reading, writing, viewing, listening, creating</td>
</tr>
<tr>
<td><strong>Links to other learning areas:</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>General capabilities:</strong></td>
<td>Literacy, Critical and creative thinking, Personal and social competence</td>
</tr>
<tr>
<td>Essential Learning Goal</td>
<td>Overarching Questions</td>
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</table>
| To explore, analyse and evaluate how texts represent people and politics in WH Auden’s poetry and related texts. | • How do texts represent ideas about people and politics?  
• How do texts explore the relationship between social purpose and form?  
• How are political perspectives, ideas, events or situations expressed in texts?  
• What are the impacts of politics acts on individual lives and society? | • Representation and texts  
• People and politics  
• The relationship between social purpose and form  
• Personal responses about issues of representation  
• Politics perspectives and key ideas in WH Auden’s poetry and related texts |

### Unit Focus/Rationale

This unit of work explores how texts represent ‘people and politics’ through a study of poetry by WH Auden and related texts. Students will develop informed personal responses about issues of representation and analyse the relationship between social purpose and form. Through their study of the prescribed texts and related texts students will develop a deep understanding of how texts explore ideas such as power, authority and the role of the individual. Students will analyse how texts represent individual, shared or competing political perspectives, ideas, events or situations and analyse the impact political acts like ‘writing’ may have on individual lives or society more broadly. Students will develop their thesis about this and make judgments about how medium of production, textual form and choice of language shape meaning and influence perspectives. Students will also develop skills in writing an essay that explores Representation and Text.
Resources


• Nicholas Jennings, ‘Auden in America’
• Ian Sansom, ‘Auden and influence’
• ‘Richard Davenport-Hines, Auden’s life and character’
• Patrick Deane, ‘Auden’s England’
• Edward Mendelson, ‘The European Auden’
• Stan Smith, ‘Auden’s light and serio-comic verse’
• Peter Porter, ‘Auden’s language and style’
• John Lucas, ‘Auden’s politics: power, authority and the individual’
• Rod Mengham, ‘Auden, psychology and society’
• Gareth Reeves, ‘Auden and Religion’
• Paola Marchett, ‘Auden’s landscapes’
• Rainer Emig, ‘Auden and ecology’

Related texts

• *New York Times*, September 1, 1939
  [link](http://www.nytimes.com/learning/general/onthisday/big/0901.html)
• Boat people image:
  [link](http://www.boat-people.org)
• Orwell, George, ‘Notes on Nationalism’, Polemic London, 1945
  [link](http://orwell.ru/library/essays/nationalism/english/e_nat)
  [link](http://www.nybooks.com/articles/2011/02/24/mad-men-account/)
  [link](http://www.nybooks.com/daily/2011/08/18/troubled-life-nim-chimpansky/)
  [link](http://www.nybooks.com/articles/2011/03/24/genius-ill-served/)
  [link](http://www.nybooks.com/articles/2012/01/12/overgrown-boys/)
  [link](http://www.nybooks.com/articles/2011/03/10/mari)
<table>
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<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Deconstruction of two poems</td>
<td>Representation and Text essay</td>
<td>2. A student explains relationships among texts.</td>
</tr>
<tr>
<td>Deconstruction of one related text</td>
<td></td>
<td>4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.</td>
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<tr>
<td>Essay paragraphs</td>
<td></td>
<td>5. A student explains and evaluates the effects of textual forms, technologies and their media of production on meaning.</td>
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<tr>
<td>Essay plan</td>
<td></td>
<td>7. A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.</td>
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Outcomes of the English Stage 6 Syllabus
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